

K-2 LANGUAGE ARTS CORE

4000-01 Standard I: <u>Oral Language</u> – Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.				
Utah English Language Arts Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
4000-0101 Objective 1: Develop language through listening and speaking. <ul style="list-style-type: none">• Listen attentively.• Listen and demonstrate understanding by responding appropriately (e.g., follow two-step directions).• Speak clearly and audibly with expression in communicating ideas.• Speak in complete sentences.	PE	<ul style="list-style-type: none">• Listen attentively and may respond in native language.• Use eye contact when listening.• Demonstrate comprehension through facial expressions, gestures, drawing, pointing, and a few isolated words or expressions.• Follow simple commands. (Teachers should be aware of culturally inappropriate commands; e.g., “Look at me” is not an appropriate command for some cultures.)• Repeat spoken words and phrases.	<ul style="list-style-type: none">• Respond by drawing, and copying, nonverbally or in the native language.• Use eye contact when listening.• Demonstrate comprehension through facial expressions, gestures, drawing, pointing, and few isolated words or expressions.• Follow simple commands. Teachers should be aware of culturally inappropriate commands; e.g., “Look at me” is not an appropriate command for some cultures.)• Repeat spoken words and phrases.	
	E	<ul style="list-style-type: none">• Follow one- or two-step directions, ask simple questions.• Orally communicate basic needs (e.g., “May I get a drink of water?”).• Begin to be understood by using simple sentence structure. Respond appropriately to greetings, and classroom routines, and answer simple questions.		
	I	<ul style="list-style-type: none">• Listen and respond using simple sentences and questions with developmental errors, such as errors in subject-verb agreement or plural/singular, and word order. Name in small group discussions.• Begin to develop fluency in speaking by participating in chants, songs, and practicing patterns.		

ELP LEVEL CODE: For complete definitions of each level, refer to the Appendix.

PE = Pre-Emergent **E** = Emergent **I** = Intermediate **A** = Advanced **F** = Fluent

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Utah English Language Arts Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
	A	<ul style="list-style-type: none">Listen and demonstrate understanding of simple directions.Develop fluency in speaking by participating in chants, and songs, and practicing patterns.	<ul style="list-style-type: none">Follow multiple-step directions, restate, and ask abstract questions. May need support to clarify or summarize.Develop fluency in speaking by participating in chants, and songs, and practicing patterns.Use more academic language with few subject-verb agreement errors.	
	F	<ul style="list-style-type: none">Students are able to meet the Core Curriculum standard and objective, with support from their teachers.		
4000-0102 Objective 2: Develop language through viewing media and presenting. <ul style="list-style-type: none">View a variety of media presentations attentively.Use a variety of formats (e.g., Show and Tell, drama, sharing of books) in presentingwith various forms of media.	PE	<ul style="list-style-type: none">View a variety of media presentations attentively (facing the presenter, monitor, etc.)		
	E	<ul style="list-style-type: none">View a variety of media presentations attentively (facing the presenter, monitor, etc.).Participate with a partner or in a group presentation by holding a picture, labeling visuals, or gesturing.	<ul style="list-style-type: none">Identify specific purposes for viewing media by responding in single words, short sentences and group responses (choral readings).	<ul style="list-style-type: none">Identify specific purposes for viewing media by responding in single words, short sentences, and group responses (choral readings, drama), and posters in simplified format.
	I	<ul style="list-style-type: none">View a variety of media presentations attentively (facing the presenter, monitor, etc.).Participate with a partner or in a group presentation by holding a picture, labeling visuals, or gesturing.	<ul style="list-style-type: none">Identify specific purposes for viewing media by responding in single words, short sentences and group responses (choral readings).Participate with a partner or in a group presentation by holding a picture, labeling visuals, or gesturing.	<ul style="list-style-type: none">Identify specific purposes for viewing media by responding in single words, short sentences, group responses (choral readings, drama) and posters in simplified formatParticipate with a partner or in a group presentation by holding a picture, labeling visuals, or gesturing.

ELP LEVEL CODE: For complete definitions of each level, refer to the Appendix.

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Utah English Language Arts Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
	A	<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective with support from their teachers 		
	F	<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective with support from their teachers. 		

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K-2 LANGUAGE ARTS CORE

4000-02 Standard II: <u>Concepts of Print</u> – Students develop an understanding of how printed language works.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
4000-0201 Objective 1: Demonstrate an understanding that print carries “ <u>the</u> ” message. <ul style="list-style-type: none"> Recognize print carries different messages. Identify messages in common environmental print (e.g., signs, boxes, wrappers). 	PE	<ul style="list-style-type: none"> Recognize that print carries different messages. Identify a few messages in common environmental pictographs by using native language, pointing, or matching activities. 		
	E	<ul style="list-style-type: none"> Recognize that print carries different messages. Identify some messages in common environmental print using single English words and short phrases, pointing, or matching activities. 		
	I	<ul style="list-style-type: none"> Recognize that print carries different messages. Identify the most common messages in English print. 		
	A	<ul style="list-style-type: none"> Recognize that print carries different messages. Students are able to meet the Core Curriculum standard and objective with support from their teachers. 		
	F	<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective, with support from their teachers. 		
4000-0202 Objective 2: Demonstrate knowledge of elements of print within a text. <ul style="list-style-type: none"> Identify front/back, top/bottom, left/right of text/book. Discriminate between upper- and lower-case letters, numbers, and words in text. Show the sequence of print by pointing left to right with return sweep. Identify where text begins and ends. 	PE	<ul style="list-style-type: none"> Observe teacher model of front/back, top/bottom, left/right of text/book. View upper and lower case letters, numbers, and words in text. Observe teacher pointing left to right with return sweep. 	<ul style="list-style-type: none"> Observe teacher model of front/back, top/bottom, left/right of text/book. View upper and lower case letters, numbers, and words in text. Observe teacher pointing left to right with return sweep As teacher reads “big books” and other text with pictures, student can begin to identify where text begins and ends. 	<ul style="list-style-type: none"> Begin to identify front/back, top/bottom, left/right of a textbook by pointing. Begin to discriminate verbally between letters (upper/lower case), numbers and single words in a text with support. Begin to show the sequence of print by pointing left to right with support. Begin to identify where text begins/ends by pointing.

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K-2 LANGUAGE ARTS CORE

4000-02 Standard II: <u>Concepts of Print</u> – Students develop an understanding of how printed language works.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
<ul style="list-style-type: none"> Identify punctuation in text (i.e., periods, question marks, exclamation points). 	E	<ul style="list-style-type: none"> Begin to identify front/back, top/bottom, left/right of textbook by pointing. Begin to discriminate verbally between letters (upper/lower case), numbers and single words in a text with support. Begin to show the sequence of print by pointing left to right with support. Begin to identify where text begins/ends by pointing. 		<ul style="list-style-type: none"> Identify front/back, top/bottom, left/right of textbook by pointing. Discriminate verbally between letters (upper/lower case), numbers and single words in a text. Show the sequence of print by pointing left to right. Identify where text begins/ends by pointing. Can verbally identify punctuation in text.
	I	<ul style="list-style-type: none"> Identify front/back, top/bottom, left/right of a textbook by pointing. Discriminate verbally between letters (upper/lower case), numbers and single words in a text. Show the sequence of print by pointing left to right. Identify where text begins/ends by pointing. 	<ul style="list-style-type: none"> Identify front/back, top/bottom, left/right of textbook by pointing. Discriminate verbally between letters (upper/lower case), numbers and single words in a text. Show the sequence of print by pointing left to right. Identify where text begins/ends by pointing. Begin to verbally identify punctuation in text with support. 	<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective, with support from their teachers. But can verbally identify punctuation in text.
	A	<ul style="list-style-type: none"> Begin to verbally identify punctuation in text with support. With teacher prompt, identify periods, question marks, and exclamation marks in text and associate meaning to them. 		<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective with support from their teachers.

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4000-02 Standard II: <u>Concepts of Print</u> – Students develop an understanding of how printed language works.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
	F	<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective with support from their teachers, but may need continued support in identifying punctuation. 		<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective with support from their teachers.

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K-2 LANGUAGE ARTS CORE

4000-03 Standard III: <u>Phonological and Phonemic Awareness</u> - Students develop phonological and phonemic awareness.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
4000-0301 Objective 1: Demonstrate phonological awareness. <ul style="list-style-type: none">Count the number of words in a sentence.Count the number of syllables in words.Identify and create a series of rhyming words orally (e.g., cat, bat, sat, _____).Recognize words beginning with the same initial sound in an alliterative phrase or sentence (e.g., Six snakes sold snacks and sodas.).	PE	<ul style="list-style-type: none">Recognize English phonemes that correspond to phonemes students already hear and produce.	<ul style="list-style-type: none">Recognize and produce English phonemes that correspond to phonemes students already hear and produce.	
	E	<ul style="list-style-type: none">Recognize and produce English phonemes that correspond to phonemes students already hear and produce.	<ul style="list-style-type: none">Identify a series of simple rhyming words verbally.	
	I	<ul style="list-style-type: none">Identify a series of simple rhyming words verbally.	<ul style="list-style-type: none">Begin to count the number of words in a sentence in their native language, by clapping or by pointing with teacher support.Begin to count the number of syllables in words by clapping or by pointing with teacher support.Identify and create a series of simple rhyming words verbally.	
	A	<ul style="list-style-type: none">Begin to count the number of words in a sentence in their native language, by clapping or by pointing with teacher support.Begin to count the number of syllables in words by clapping or by pointing with teacher support.	<ul style="list-style-type: none">Students perform at a level comparable to native English speaking peers, but may need occasional support.	
	F	<ul style="list-style-type: none">Students are able to meet the Core Curriculum standard and objective, with support from their teachers.		
4000-0302 Objective 2: Recognize like and unlike word parts (oddity tasks).	PE	<ul style="list-style-type: none">Begin to recognize words that do not rhyme, using only phonemes that are present in both English and their student’s native language		

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4000-03 Standard III: <u>Phonological and Phonemic Awareness</u> - Students develop phonological and phonemic awareness.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
<ul style="list-style-type: none">Identify the word that does not rhyme in a series of words (e.g., bat, cat, sat, <u>p</u>ig).Identify the words with same beginning consonant sound in a series of words (e.g., man, sat, sick) and ending consonant sound (e.g., man, sat, the<u>n</u>).	E	<ul style="list-style-type: none">Begin to recognize words that do not rhyme, using phonemes that are in both English and their native language, as well as introducing a few new phonemes.	<ul style="list-style-type: none">With support, identify single words that do not rhyme.	
	I	<ul style="list-style-type: none">After teacher modeling, identify single words that do not rhyme in a series of words. Also, begin to identify single-syllable words with the same beginning, and ending consonant sounds in a series.		
	A	With teacher support: <ul style="list-style-type: none">Identify simple words that do not rhyme in a series of wordsIdentify simple words with the same beginning and ending consonant sounds.		
	F	<ul style="list-style-type: none">Students are able to meet the core curriculum standard and objective with support from their teachers.		
4000-0303 Objective 3: Orally blend word parts (blending). <ul style="list-style-type: none">Blend syllables to make words (e.g., /ta/.../ble/, table).Blend onset and rhyme to make words (e.g., /p/.../an/, pan).Blend individual phonemes to make words (e.g., /s/.../a/.../t/, sat).	PE	<ul style="list-style-type: none">Listen as teacher blends phonemes.		
	E	<ul style="list-style-type: none">Participate in choral exercises to blend syllables.		
	I	<ul style="list-style-type: none">With teacher support, blend individual phonemes to make words.		
	A	<ul style="list-style-type: none">Blend individual phonemes to make words.Blend onset and rhyme to make words.		
	F	<ul style="list-style-type: none">Students are able to meet the Core Curriculum standard and objective, with support from their teachers.		
4000-0304 Objective 4: Orally segment words into word parts (segmenting). <ul style="list-style-type: none">Segment words into syllables (e.g., table, /ta/.../ble/).	PE	<ul style="list-style-type: none">Listen as simple words are segmented into syllables using clapping and sing-song repetition.		
	E	<ul style="list-style-type: none">In small group or with individual teacher support can segment name into syllables using clapping and sing-song repetition.		

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4000-03 Standard III: <u>Phonological and Phonemic Awareness</u> - Students develop phonological and phonemic awareness.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
<ul style="list-style-type: none">Segment words into onset and rime (e.g., pan, /p/...an).Segment words into individual phonemes (e.g., sat, /s/.../a/.../t/).	I	<ul style="list-style-type: none">When participating in a group setting, segment simple words into syllables using clapping and sing-song repetition.		
	A	<ul style="list-style-type: none">After teacher modeling, segment words into individual phonemes.	<ul style="list-style-type: none">With teacher support, segment simple words unto syllables using clapping and sing-song repetition.Segment words into individual phonemes.	
	F	<ul style="list-style-type: none">Students are able to meet the core curriculum standard and objective with support from their teachers.		
4000-0305 Objective 5: Orally manipulate phonemes in words and syllables (manipulation). <ul style="list-style-type: none">Substitute initial sound (e.g., replace the first sound in mat to /s/, say sat).Substitute last sound (e.g., replace last sound in mat with /p/, say map).	PE	<ul style="list-style-type: none">Listen as teacher manipulates phonemes in words and syllables.		
	E	<ul style="list-style-type: none">Repeats after the teacher as he/she models manipulation of phonemes in words and syllables.	<ul style="list-style-type: none">With teacher modeling substitute initial sound in words.	
	I	<ul style="list-style-type: none">After teacher modeling, substitute initial sound in words.	<ul style="list-style-type: none">With teacher support, substitute initial and final sounds.	
	A	<ul style="list-style-type: none">Substitute initial and last sounds in words.	<ul style="list-style-type: none">Substitute initial and final soundsSubstitute vowel in words.	
	F	<ul style="list-style-type: none">Students are able to meet the Core Curriculum standard and objective with support from their teachers.		

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K-2 LANGUAGE ARTS CORE

4000-04 Standard IV: Phonics and Spelling - Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.

ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2

4000-0401 Objective 1: Demonstrate an understanding of the relationship between letters and sounds. <ul style="list-style-type: none">• Name all upper and lower case letters of the alphabet in random order.• Match consonant and short vowel sounds to the correct letter.• Blend simple cvc sounds into one-syllable words	PE	• Listen as teacher and class say or sing the alphabet in order.	
	E	• Say or sing the alphabet in order.	• Name and copy the alphabet letters in order.
	I	• Name upper and lower case letters in order.	<ul style="list-style-type: none">• Write letters to represent spoken sounds of all letters in order.• With teacher support, identify sounds and letters for consonants, consonant blends, and consonant digraphs in words.• Identify and produce letter sounds for consonants.• Identify and produce letter sounds for short and long vowels.
	A	<ul style="list-style-type: none">• Match consonant sounds and letters.• Match short vowel sounds and letters.	<ul style="list-style-type: none">• Write to represent spoken letters in random order.• After modeling, students identify sounds and letters for short and long vowels in one-syllable words with support.• After modeling, students identify and pronounce sounds for r-controlled vowels accurately in one syllable words with support.• After modeling, students identify and blend initial letter sounds with common vowel patterns to pronounce one-syllable words with support.
	F	• Students are able to meet the Core Curriculum standard and objective with support from their teachers.	
4000-0402 Objective 2: Use knowledge of structural analysis to decode words.	PE	• 4000-0402 Objective 2 not included in kindergarten core.	• Listen to spoken English.
	E	• 4000-0402 Objective 2 not included in kindergarten core.	• Begin to identify common sound patterns.

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4000-04 Standard IV: <u>Phonics and Spelling</u> - Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
	I	<ul style="list-style-type: none">4000-0402 Objective 2 not included in kindergarten core.	<ul style="list-style-type: none">With teacher assistance, identify and read some common contractions and compound words.Identify some simple sound patterns and apply knowledge to decode one-syllable words.	
	A	<ul style="list-style-type: none">4000-0402 Objective 2 not included in kindergarten core.	<ul style="list-style-type: none">After modeling, identify and read grade level contractions and compound words.Identify sound patterns and apply knowledge to decode one-syllable words.Begin to recognize letter patterns to decode words.	
	F	<ul style="list-style-type: none">4000-0402 Objective 2 not included in kindergarten core.	<ul style="list-style-type: none">Students are able to meet the Core Curriculum standard and objective with support from their teachers.	
4000-0403 Objective 3: Spell words correctly. <ul style="list-style-type: none">Hear and write letters to represent single sounds in words.Spell a small number of grade level words (e.g., you, the, to, is).Spell first name correctly.	PE	<ul style="list-style-type: none">Begin to recognize that there is a correlation between sounds and letters.		
	E	<ul style="list-style-type: none">Write a few letters not necessarily related to the correct letter sound.Spell first name correctly with teacher assistance.	<ul style="list-style-type: none">Write beginning or final consonant sound for one-syllable words.	
	I	<ul style="list-style-type: none">After multiple exposures and many practice opportunities, hear and write some letters to represent single sounds in words.Attempt to spell simple (high frequency) grade level words.Spell first name correctly.	<ul style="list-style-type: none">Write beginning and final consonant sounds for one-syllable words, but may not have the correct grapheme/letter.Begin to learn to differentiate consonant blends and digraphs in short vowel words after multiple exposures and practice.Spell easy grade level high frequency words correctly after modeling and multiple exposures to the words.	

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4000-04 Standard IV: <u>Phonics and Spelling</u> - Students use phonics and other strategies to decode and spell unfamiliar words while reading and writing.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
	A	<ul style="list-style-type: none"> Hear and write some letters to represent single sounds in words. With teacher assistance, spell a small number of grade level words. 	<ul style="list-style-type: none"> Write sounds for words in the correct order (may not be the correct spelling; e.g., kat for cat and pla for play). Begin to spell some short vowel words with consonant blends and digraphs with teacher assistance. Spell some grade level high frequency words correctly after modeling and multiple exposures to the words. Attempt to spell irregular and difficult words; e.g., (river, house, animal). 	
	F	<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective with support from their teachers. 		
4000-0404 Objective 4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association). <ul style="list-style-type: none"> Use knowledge about spelling to predict the spelling of new words. Associate the spelling of new words from known words. 	PE	<ul style="list-style-type: none"> Spelling for the ELLs must be done in context rather than in isolated word lists. 		
	E	<ul style="list-style-type: none"> Spelling for the ELLs must be done in context rather than in isolated word lists. 		
	I	<ul style="list-style-type: none"> Spelling for the ELLs must be done in context rather than in isolated word lists. 		
	A	<ul style="list-style-type: none"> Spelling for the ELLs must be done in context rather than in isolated word lists. 		
	F	<ul style="list-style-type: none"> Spelling for the ELLs must be done in context rather than in isolated word lists. 		

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K-2 LANGUAGE ARTS CORE

4000-05 Standard V: <u>Fluency</u> - Students develop reading fluency to read aloud grade level text effortlessly without hesitation.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
4000-0501 Objective 1: Read aloud grade level text with appropriate speed and accuracy. <ul style="list-style-type: none">Read alphabet letters in random order with automaticity.Read numerals from zero to ten in random order with automaticity.	PE	<ul style="list-style-type: none">Sing the alphabet and number songs.		
	E	<ul style="list-style-type: none">Point to alphabet letters on an alphabet chart while singing the alphabet song.Point to numbers as class recites number songs.	<ul style="list-style-type: none">Name letters or numbers, with assistance, in a picture-book retelling.	<ul style="list-style-type: none">Name letters or numbers, with assistance, in a picture-book retelling.May be able to read appropriate first language texts if they are literate in their first language.
	I	<ul style="list-style-type: none">Point and say names of alphabet letters using an alphabet chart, and numbers 1-10 using a number line.	<ul style="list-style-type: none">Choral read an easy text in a small group or partner-read setting.	<ul style="list-style-type: none">Choral read an easy text in a small group or partner-read setting.May be able to read appropriate first language texts if they are literate in their first language.
	A	<ul style="list-style-type: none">Read alphabet and numbers letters in random order with teacher prompting.	<ul style="list-style-type: none">Read text at student’s independent level at a rate of 50-60 words per minute. (Independent level means child reads it with 95-100% accuracy.)	
	F	<ul style="list-style-type: none">Students perform at a comparable level to native English-speaking peers and may need occasional support.		
4000-0502 Objective 2: Read aloud grade level text effortlessly with clarity. <ul style="list-style-type: none">Use appropriate intonation and expression during unison oral reading with the teacher.Read with automaticity approximately 25 high	PE	<ul style="list-style-type: none">Listen to unison oral reading.		
	E	<ul style="list-style-type: none">Participate in unison oral reading with the teacher when able.		
	I	<ul style="list-style-type: none">Participate in unison oral reading with the teacher when able.	<ul style="list-style-type: none">Read at student’s independent reading level, texts using intonation, expression and some punctuation cues. (Oral reading may be influenced by first language intonation and phrasing.)	

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K-2 LANGUAGE ARTS CORE

4000-05 Standard V: <u>Fluency</u> - Students develop reading fluency to read aloud grade level text effortlessly without hesitation.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
frequency/sight words.	A	<ul style="list-style-type: none">• Use appropriate intonation and expression during unison oral reading with the teacher. (Oral reading may be influenced by first language intonation and phrasing.)• Read approximately 10-20 high frequency words.	<ul style="list-style-type: none">• Read, at student’s independent reading level, texts in three- to four-word phrases using intonation, expression and some punctuation cues. (Oral reading may be influenced by first language intonation and phrasing.)• Read approximately 75-100 high frequency words.	
	F	<ul style="list-style-type: none">• Students are able to meet the Core Curriculum standard and objective, but may need occasional support from their teachers.		

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K-2 LANGUAGE ARTS CORE

4000-06 Standard VI: <u>Vocabulary</u> – Students learn and use grade level vocabulary to increase understanding and read fluently.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
4000-0601 Objective 1: Learn new words through listening and reading widely. <ul style="list-style-type: none"> Use new vocabulary learned by listening, reading, and discussing a variety of genres. Learn the meaning of a variety of grade level words (e.g., words from literature, social studies, science, math). Use resources to learn new words by relating them to known words (e.g., books, charts, word walls). 	PE	<ul style="list-style-type: none"> Students can listen for short periods of time but may lose interest quickly. Pictures and visuals help keep their attention on what is being said. Demonstrate comprehension of new vocabulary words with an appropriate action or drawing. 		
	E	<ul style="list-style-type: none"> Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. 		
	I	<ul style="list-style-type: none"> Apply new and prior knowledge of content-related vocabulary to discussions with teacher modeling and prompting. 		
	A	<ul style="list-style-type: none"> Apply new and prior knowledge of content-related vocabulary to discussions and reading. Learn the meaning of a variety of grade level words in context from social studies, science, literature, and math. Read the room as a resource to learn new words 		
	F	<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective, but may need occasional support from their teachers. 		
4010-0602 Objective 2: Use Multiple resources to learn new words by relating them to known words and/or concepts. See second, third, fourth, fifth, and sixth grades.	PE	<ul style="list-style-type: none"> Demonstrate comprehension of new vocabulary words with an appropriate action or drawing. 	<ul style="list-style-type: none"> With teacher and/or peer support, using picture dictionaries, bilingual dictionaries and other hands-on materials, can determine the meanings of unknown words. 	
	E	<ul style="list-style-type: none"> Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings. 	<ul style="list-style-type: none"> With teacher and/or peer support, using picture dictionaries, bilingual dictionaries and other hands-on materials, can determine the meanings of unknown words. 	

ELP LEVEL CODE: For complete definitions of each level, refer to the Appendix.

PE = Pre-Emergent **E** = Emergent **I** = Intermediate **A** = Advanced **F** = Fluent

K-2 LANGUAGE ARTS CORE

4000-06 Standard VI: <u>Vocabulary</u> – Students learn and use grade level vocabulary to increase understanding and read fluently.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
	I	<ul style="list-style-type: none"> Apply knowledge of content-related vocabulary to discussions with teacher modeling and prompting. 		<ul style="list-style-type: none"> With teacher and/or peer support using picture dictionaries, bilingual dictionaries and other hands-on materials can determine the meanings of unknown words.
	A	<ul style="list-style-type: none"> Apply knowledge of content-related vocabulary to discussions and reading. Learn the meaning of a variety of grade level words in context from social studies, science, literature, and math. Read the room as a resource to learn new words. 		<ul style="list-style-type: none"> Use multiple resources and prior knowledge to determine the meanings of unknown words, but will need teacher support to use traditional dictionaries and glossaries.
	F	<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective, but may need occasional support from their teachers. 		
4010-0603 Objective 3: Use structural analysis and context clues to determine meanings of words. <ul style="list-style-type: none"> Identify meanings of words looking at the root word and using known endings (e.g., car, cars; jump, jumped, jumping). Monitor reading using context to explain the meanings of unknown key words from text read aloud. 	PE	<ul style="list-style-type: none"> Begin to understand word meanings from picture or action clues such as TPR. 		
	E	<ul style="list-style-type: none"> With teacher support, identify word meanings from picture or action clues such as TPR for known and unknown words. 		
	I	<ul style="list-style-type: none"> Show the meaning of simple known and unknown words with prefixes and suffixes by using actions or drawings. 		<ul style="list-style-type: none"> Show the meaning of simple known and unknown words with prefixes and suffixes. After teacher modeling, begin to use context clues to determine meanings of key words.

ELP LEVEL CODE: For complete definitions of each level, refer to the Appendix.

PE = Pre-Emergent **E** = Emergent **I** = Intermediate **A** = Advanced **F** = Fluent

K-2 LANGUAGE ARTS CORE

4000-06 Standard VI: <u>Vocabulary</u> – Students learn and use grade level vocabulary to increase understanding and read fluently.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
	A	<ul style="list-style-type: none">Identify meanings of simple known and unknown words by looking at the root word and common endings (-ings) and by using context clues. May need some teacher support.	<ul style="list-style-type: none">Identify meanings of simple known and unknown words by looking at the root word and common endings (-ings) and by using context clues. May need some teacher support.After teacher clarification and repeated practice, use context to determine the meanings of of synonyms, antonyms and homonyms.	
	F	<ul style="list-style-type: none">Students are able to meet the Core Curriculum standard and objective, with support from their teachers.		

ELP LEVEL CODE: For complete definitions of each level, refer to the Appendix.

PE = Pre-Emergent **E** = Emergent **I** = Intermediate **A** = Advanced **F** = Fluent

K-2 LANGUAGE ARTS CORE

4000-07 Standard VII: <u>Comprehension</u> – Students understand, interpret, and analyze narrative and informational grade level text.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
4000-0701 Objective 1: Identify purposes of text. <ul style="list-style-type: none">Discuss purpose for reading.Discuss author’s purpose.	PE	<ul style="list-style-type: none">Listen to teacher-led discussion about purposes for reading and/or author’s purpose.		
	E	<ul style="list-style-type: none">Listen to teacher-led discussion about purposes for reading and/or author’s purpose.	<ul style="list-style-type: none">Listen to teacher-led discussion about purposes for reading and/or author’s purpose. Respond using single words and short phrases.	
	I	<ul style="list-style-type: none">Discuss reading purpose and author’s purpose in small group or partner settings using simple sentences and short phrases.		
	A	<ul style="list-style-type: none">Students are able to meet the Core Curriculum standard and objective, but may need occasional support from their teachers.		
	F	<ul style="list-style-type: none">Students are able to meet the Core Curriculum standard and objective, but may need occasional support from their teachers..		
4000-0702 Objective 2: Apply strategies to comprehend text. <ul style="list-style-type: none">Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world).Ask questions about text.Make predictions using picture	PE	<ul style="list-style-type: none">Draw pictures from student’s prior knowledge to make connections to text.Respond to text using physical actions and other means of nonverbal communication (e.g., matching object, pointing to an answer, drawing pictures).		
	E	<ul style="list-style-type: none">Draw and label pictures from student’s prior knowledge to make connections to text.Respond orally to text read to them by using one- or two-word questions.		

ELP LEVEL CODE: For complete definitions of each level, refer to the Appendix.

PE = Pre-Emergent **E** = Emergent **I** = Intermediate **A** = Advanced **F** = Fluent

K-2 LANGUAGE ARTS CORE

4000-07 Standard VII: <u>Comprehension</u> – Students understand, interpret, and analyze narrative and informational grade level text.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
<div>clues, title, and prior knowledge.</div> <ul style="list-style-type: none">• Make inferences and draw conclusions from text.• Retell identifying key ideas.• Compile information from text.	I	<ul style="list-style-type: none">• Write captions of words or phrases for drawings from student’s prior knowledge to relate to text.• Use simple sentences to ask questions about text.• Make predictions, and inferences and draw conclusions using picture clues, title, and prior knowledge after teacher modeling and in small group settings.	<ul style="list-style-type: none">• Write captions of words or phrases for drawings from student’s prior knowledge to relate to text.• Use simple sentences to ask questions about text.• Make predictions and inferences, and draw conclusions using picture clues, title, and prior knowledge after teacher modeling and in small group settings• Identify topic/main idea from text after teacher modeling.	
	A	<ul style="list-style-type: none">• Students are able to meet the Core Curriculum standard and objective, with support from their teachers.		
	F	<ul style="list-style-type: none">• Students are able to meet the Core Curriculum standard and objective, with support from their teachers.		
4000-0703 Objective 3: Recognize and use features of narrative and informational text. <ul style="list-style-type: none">• Identify beginning, middle, and ending of text.• View a variety of simple genres:	PE	<ul style="list-style-type: none">• View a variety of genres and informational texts. Look at pictures, charts, picture books and graphs to get information. May be able to share information non-verbally or in first language.		
	E	<ul style="list-style-type: none">• View a variety of genres and informational texts. Look at pictures, charts, picture books and graphs to get information. May be able to share information non-verbally or in first language.		

ELP LEVEL CODE: For complete definitions of each level, refer to the Appendix.

PE = Pre-Emergent **E** = Emergent **I** = Intermediate **A** = Advanced **F** = Fluent

K-2 LANGUAGE ARTS CORE

4000-07 Standard VII: <u>Comprehension</u> – Students understand, interpret, and analyze narrative and informational grade level text.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
nursery rhymes, fairy tales, poems, realistic fiction, fantasy. <ul style="list-style-type: none"> Identify information from pictures. Recognize information as real/make believe. View a variety of informational text (e.g., pictures books). 	I	<ul style="list-style-type: none"> View a variety of genres, informational texts and picture books. Look at pictures to get information. May be able to share information nonverbally or in first language. After teacher modeling, begin to identify beginning, middle and ending of text. 	<ul style="list-style-type: none"> Begin to identify a variety of genres, and get information from pictures, diagrams and one-or two-word captions. Begin to identify beginning, middle and ending of text with teacher support and modeling. In a small group setting or with a peer, locate facts from informational texts. 	
	A	<ul style="list-style-type: none"> View a variety of genres, informational texts and picture books. Look at pictures to get information. May be able to share information non-verbally or in first language. Identify beginning, middle and ending of text. 	<ul style="list-style-type: none"> Identify a variety of genres and get information from pictures, diagrams and one or two word captions. Identify beginning, middle and ending of text with teacher support and modeling. Identify characters and settings. In a small group setting or with a peer, locate facts from informational texts. 	<ul style="list-style-type: none"> Identify a variety of genres; get information from pictures, diagrams and one or two word captions. Identify beginning, middle and ending of text with teacher support and modeling. Identify characters and settings. May need to use pictures to identify sequence of events. In a small group setting or with a peer, locate facts from informational texts.

ELP LEVEL CODE: For complete definitions of each level, refer to the Appendix.

PE = Pre-Emergent **E** = Emergent **I** = Intermediate **A** = Advanced **F** = Fluent

K-2 LANGUAGE ARTS CORE

4000-07 Standard VII: Comprehension – Students understand, interpret, and analyze narrative and informational grade level text.

ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2

	F	<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective, but may need occasional support from their teachers. Recognizing the difference between real and make-believe may still be a problem. 	<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective but may need occasional support from their teachers.
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K-2 LANGUAGE ARTS CORE

4000-08 Standard VIII: <u>Writing</u> - Students write daily to communicate effectively for a variety of purposes and audiences.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
4000-0801 Objective 1: Prepare to write by gathering and organizing information and ideas (pre-writing). <ul style="list-style-type: none">Generate ideas for writing by listening, talking, drawing, looking at literature and informational text, being read to, and reflecting on personal experiences.Select topics from generated ideas.	PE	<ul style="list-style-type: none">Look at books, listen to stories and draw pictures of ideas. May be able to generate some ideas in their first language.		
	E	<ul style="list-style-type: none">Look at books, listen to stories and draw pictures of ideas. May be able to generate some ideas in their first language and/or in English using short phrases or simple sentences. Where applicable, small group discussions in the first language might be helpful.Select a topic to draw about with one-to-one teacher help. Where applicable, small group discussions in the first language might be helpful.		
	I	<ul style="list-style-type: none">Generate ideas for writing by listening, talking, drawing, looking at literature and informational text, being read to, and reflecting on personal experiences with teacher help and support from small group discussions.Select a topic from teacher generated ideas or small group discussions.	<ul style="list-style-type: none">Generate ideas for writing by listening, talking, drawing, looking at literature and informational text, being read to, and reflecting on personal experiences with teacher help and support from small group discussions.Select a topic from teacher-generated ideas or small group discussions.After teacher modeling and with assistance, use simple graphic organizers.	
	A	<ul style="list-style-type: none">Students are able to meet the Core Curriculum standard and objective, with support from their teachers.		
	F	<ul style="list-style-type: none">Students are able to meet the Core Curriculum standard and objective, with support from their teachers.		
4000-0802 Objective 2: Compose a written draft. <ul style="list-style-type: none">Draft ideas on paper utilizing pictures with labels/words.	PE	<ul style="list-style-type: none">Draw a few pictures about a story read by the teacher.	<ul style="list-style-type: none">Draw a few pictures about a story read by the teacher. If literate, draft ideas on paper in first language.	

ELP LEVEL CODE: For complete definitions of each level, refer to the Appendix.

PE = Pre-Emergent **E** = Emergent **I** = Intermediate **A** = Advanced **F** = Fluent

K-2 LANGUAGE ARTS CORE

4000-08 Standard VIII: <u>Writing</u> - Students write daily to communicate effectively for a variety of purposes and audiences.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
<ul style="list-style-type: none">Select appropriate words to convey meaning.	E	<ul style="list-style-type: none">Draw pictures of self-generated ideas.		<ul style="list-style-type: none">Draw pictures of self-generated ideas and label using English and/or first language.
	I	<ul style="list-style-type: none">Discuss with teacher ideas generated for written draft to clarify concepts.	<ul style="list-style-type: none">Draft ideas on paper using simple words and short phrases with lots of teacher feedback.	
	A	<ul style="list-style-type: none">Students are able to meet the Core Curriculum standard and objective, but may need occasional support from their teachers.	<ul style="list-style-type: none">Students are able to meet the Core Curriculum standard and objective, but may need occasional support from their teachers.May continue to struggle with use of voice.	
	F	<ul style="list-style-type: none">Students are able to meet the Core Curriculum standard and objective, with support from their teachers.		
40000-0803 Objective 3: Revise by elaborating and clarifying a written draft. See first, second, third, fourth, fifth, and sixth grades.	PE	<ul style="list-style-type: none">40000-0803 Objective 3 is not included in the kindergarten core.	<ul style="list-style-type: none">Copy single words, short phrases or simple sentences.	
	E	<ul style="list-style-type: none">40000-0803 Objective 3 is not included in the kindergarten core.	<ul style="list-style-type: none">Write using single words, short phrases or simple sentences with support.	
	I	<ul style="list-style-type: none">40000-0803 Objective 3 is not included in the kindergarten core.	<ul style="list-style-type: none">Following the teacher’s model, can revise for details and descriptive words using simple sentences.	
	A	<ul style="list-style-type: none">40000-0803 Objective 3 is not included in the kindergarten core.	<ul style="list-style-type: none">Revise draft to add details and descriptive words with some persistent errors.Write in complete sentences, with some errors.	

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PE = Pre-Emergent **E** = Emergent **I** = Intermediate **A** = Advanced **F** = Fluent

K-2 LANGUAGE ARTS CORE

4000-08 Standard VIII: <u>Writing</u> - Students write daily to communicate effectively for a variety of purposes and audiences.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
	F	<ul style="list-style-type: none"> 40000-0803 Objective 3 is not included in the kindergarten core. 	<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective with support from their teachers. 	
4000-0804 Objective 4: Edit written draft for conventions. <ul style="list-style-type: none"> Edit writing of first name for appropriate capital and lower case letters. Edit writing for the spelling of a key word. 	PE	<ul style="list-style-type: none"> Write and/or copy name in capital letters. 	<ul style="list-style-type: none"> Write and/or copy name in capital and lower-case letters. 	
	E	<ul style="list-style-type: none"> After continued practice and teacher modeling, edit name for appropriate capital and lower case letters. 	<ul style="list-style-type: none"> Use capital letters to begin sentences and proper nouns and use a period or question mark at the end of a sentence. 	
	I	<ul style="list-style-type: none"> After teacher modeling, write name in appropriate capital and lower case letters. 	<ul style="list-style-type: none"> Edit writing for basic conventions and make some corrections. May include some inconsistent use of capitalization, periods, and correct spelling and formatting. Will often include problems with subject/verb agreement. 	

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K-2 LANGUAGE ARTS CORE

4000-08 Standard VIII: <u>Writing</u> - Students write daily to communicate effectively for a variety of purposes and audiences.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
	A	<ul style="list-style-type: none">Edit writing of name appropriately.With some support students edit writing for the spelling of a key word.	<ul style="list-style-type: none">Edit writing for basic conventions and make some corrections. May include some inconsistent use of capitalization, periods, and correct spelling and formatting. Will often include problems with subject/verb agreement	
	F	<ul style="list-style-type: none">Students are able to meet the Core Curriculum standard and objective, with support from their teachers.		
4000-0805 Objective 5: Use fluent and legible handwriting to communicate. <ul style="list-style-type: none">Print all upper- and lower-case letters of the alphabet and numerals 0-9 using proper form, proportions, and spacing.Write with increasing fluency manuscript letters and numerals.Write name legibly using correct	PE	<ul style="list-style-type: none">Copy the English alphabet and numerals legibly.		
	E	<ul style="list-style-type: none">After teacher modeling, write name, and some letters and numerals legibly using correct manuscript form.		
	I	<ul style="list-style-type: none">After teacher modeling, write name, letters and numerals legibly using correct manuscript form		
	A	<ul style="list-style-type: none">After teacher modeling, write name, letters and numerals legibly using correct manuscript form. May have some errors.		

ELP LEVEL CODE: For complete definitions of each level, refer to the Appendix.

PE = Pre-Emergent **E** = Emergent **I** = Intermediate **A** = Advanced **F** = Fluent

K-2 LANGUAGE ARTS CORE

4000-08 Standard VIII: <u>Writing</u> - Students write daily to communicate effectively for a variety of purposes and audiences.				
ELA Objective	ELP Designation	English Language Proficiency Standards		
		K	1	2
manuscript form.	F	<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective, with support from their teachers. 		
4000-0806 Objective 6: Write in different forms and genres. <ul style="list-style-type: none"> Produce personal writing (e.g., All About Me books, notes). Produce traditional and imaginative stories, narrative and formula poetry as a shared writing activity. Produce functional text (e.g., ABC books, labels, signs). Share writing with others. Take part in group products. 	PE	<ul style="list-style-type: none"> Draw pictures about a personal experience or group story. 	<ul style="list-style-type: none"> Draw pictures about a personal experience or group story. Contribute to a shared writing activity. 	<ul style="list-style-type: none"> Draw pictures about a personal experience or group story. May use first language to write story. Contribute to a shared writing activity.
	E	<ul style="list-style-type: none"> Contribute to a shared writing activity. After teacher modeling and with assistance, can produce functional text using short phrases and simple sentences 	<ul style="list-style-type: none"> Contribute to a shared writing activity by using simple words and sentences. After teacher modeling and with assistance, can produce functional text using short phrases and simple sentences 	<ul style="list-style-type: none"> After teacher modeling and with assistance, can produce functional and informational text using short phrases and simple sentences.
	I	<ul style="list-style-type: none"> Perform at level with peers, but writing may contain common errors and will need continued support. 		
	A	<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective, with support from their teachers. 		
	F	<ul style="list-style-type: none"> Students are able to meet the Core Curriculum standard and objective, with support from their teachers. 		

ELP LEVEL CODE: For complete definitions of each level, refer to the Appendix.

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